

Unit Planning Guide: Grade __9__ Unit _3

Unit Title: Argument	Pacing (Duration of Unit): 10 weeks
Grade: 9	Buffer Day(s): 4

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Use elements of argumentation to present their ideas in writing
- Use the text to provide evidence as support
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conversations in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

Priority Standards

W. 9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

WiDA Standards (ELL)

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To be completed in collaboration with the ELL Department

RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them

RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Supporting Standards:

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source

SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.

- c. Spell correctly.

L.9-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Meaning (*Mostly assessed through Performance Tasks/Assessments)	
Big Ideas: <ul style="list-style-type: none">• Effective arguments have a clear position and message, consider different points of view, and are tailored for a specific audience.• Words matter – choice of diction is important, including words with different connotation because they help establish tone and meaning.• Credible sources strengthen arguments.	Essential Questions: <ul style="list-style-type: none">• How do writers use language to persuade their readers to support their arguments?• How do writers best reach their audience through word choice, and rhetorical strategies?• How do readers identify and respond to the other view?

Acquisition (*Mostly assessed through traditional summative assessments)	
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Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The characteristics of oral and written persuasive arguments (effective use of evidence, supporting of claims, what is a credible speaker, who is the target audience)
- language conveys ideas
- how to structure a proper argument (oral or written)
- The effective tools of argumentation - such as understanding audience, purpose, message, occasion, and tone
- Strategies for citing evidence to support their writing
- Inferences vs. explicitly stated information

Skills: Effective ways to get their points across that are well thought out, that consider the bigger picture meaning all sides to the issue,

Students will be skilled at:

- Knowing the audience in order to best communicate the message, considering point of view, tone, and diction
- Know how to effectively convey their ideas in order to persuade.
- Demonstrate skills to build an argument, while understanding other views, all with an objective tone.
- Identifying the counter argument while effectively supporting the original argument
- Writing an effective argument such as point-counterpoint, exemplification, classical arrangement, cause and effect, etc..
- Citing strong and thorough textual evidence (Evaluation)
- Drawing inferences (Comprehension, Analysis)
- Determining a thesis and central idea of a text (Argument)
- Writing clear and concise speeches and essays
- Analyzing the development of a central idea through the course of the writing
- Providing an objective summary of the text
- Using transitional phrases and sentence structures to link key ideas, create cohesion, and to clarify relationships among ideas
- Analyzing the development of a claim through an author's structure, syntax and word choice (Practice)
- Analyzing the credibility of a source (Introduce)